DOCUMENT RESUME

ED 289 331 EC 201 292

AUTHOR Yeckes, Shelley
TITLE A Program Designed for Improving Listening Skills while Attending to Directions to Complete Assignments.
PUB DATE 87
NOTE 96p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Attention Control; *Attention Deficit Disorders; *Behavior Modification; Grade 2; Intervention; *Learning Disabilities; *Learning Modalities; *Listening Skills; Motivation; Multisensory Learning; Primary Education; Student Behavior; Study Skills; Teaching Methods; Time on Task

ABSTRACT

Six learning-disabled second-grade resource room students with auditory deficits had poor listening skills that inhibited their attention to directions and their accurate completion of assignments. Using a curriculum which incorporated visual, auditory, and kinesthetic modalities, the practicum project encouraged and motivated the children and involved them in listening drills and activities. The children were also instructed to repeat all directions given by the teacher and to maintain eye contact with the teacher. Several devices were used to measure and evaluate the students' behavior, including attention checklists, sticker charts, rewards, and assignment checklists. Results showed that the students had achieved success in increasing their attention, improving their listening skills, responding to the teacher's questions, accurately completing directed assignments, and accurately completing independent follow-up assignments. (Author/JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

8469

P R A C T I C U M

REPORT

ED289331

Center for the
Advancement of Education
Ed.D. Program

A Program Designed for Improving Listening Skills While Attending to Directions to Complete Assignments

by

Shelley Yeckes

EC 201292

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

BEST COPY AVAILABLE

N O V A U N I V E R S I T Y

A Program Designed for Improving Listening Skills While Attending to Directions to Complete Assignments

by

Shelley Yeckes

Cluster XXII

A Practicum (I) Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

EC 201292

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Shelley Greenstein Yeckes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PRACTICUM APPROVAL SHEET

This Practicum took place as described.

Verifier: David Miller
(Type Name)

Second Grade Teacher
Title

6501 SW 39 St., Ft. Lauderdale, FL 33314
Address

22 May 1987
Date

This practicum report was submitted by Shelley Yeckes under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

Dr. Jo Ellen Rogers

Acknowledgements

It is with my deepest gratitude that I recognize my family, friends, colleagues, and students whose support has been appreciated thoroughout this practicum. With their support, cooperativeness, and enthusiastic attitude I was able to tackle this endeavor.

My sincere appreciation is extended to Dr. Jo Ellen Rogers for all her support, encouragment, and guidance throughout this entire practicum.

I give special thanks to Ms. Dolores B. Hardison, my Principal. It has been an honor to work with her these past twelve years. With her encouragment and inspiration I have been able to complete this practicum.

I acknowledge two special colleagues who have cooperated with me throughout this practicum. Mr. C. David Miller, the Second Grade Classroom Teacher, who has shown his support, cooperation, encouragement, and expertise. To Mrs. Marsha Renda, Primary Specialist, I express my sincerest gratitude. Her encouragement and knowledge have been greatly appreciated.

I also acknowledge Mrs. Jane Walker, Guidance Counselor and Typist. She has been an asset and help throughout this practicum.

Finally, a very special thanks goes to my family,

my husband, Barry, and my children, Heather and Jeffrey. With their patience and support I have been encouraged and inspired to participate and complete this endeavor.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENT. iii

TABLE OF CONTENTS. v

ABSTRACT vii

Chapter

I INTRODUCTION. 1

Description of Community 1
Author's Work Setting and Role 3

II STUDY OF THE PROBLEM. 5

Problem Description. 5
Problem Documentation. 6
Causative Analysis 8
The Related Literature 12

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 22

Statement of General Goals 22
Behavioral Expectations. 22
Evaluation Instruments 24

IV SOLUTION STRATEGY 27

Discussion and Evaluation of Solutions 27
Description of Selected Solutions. . . 31
Report of Action Taken 32

V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS . 41

Results. 41
Discussion and Conclusions 46
Recommendations. 50
Dissemination. 50

REFERENCES. 52

Appendices

A CLASSROOM TEACHER OBSERVATION QUESTIONNAIRE. 54

B STUDENTS MAINTAIN EYE CONTACT WITH INSTRUCTOR (CHECKLIST). 56

C STUDENTS WILL MAINTAIN ATTENTION WITHOUT DISTURBING THEMSELVES OR OTHERS (CHART). . . 58

D AWARD FOR ENTHUSIASM AND MOTIVATION. 60

E STUDENT CHART FOR ENTHUSIASM AND MOTIVATION. 62

F STUDENT CHART FOR COMPLETING DIRECTED ACTIVITIES 64

G STUDENT CHART FOR COMPLETING INDEPENDENT ASSIGNMENTS. 66

H RESULTS OF CHECKLIST TO RECORD STUDENTS MAINTAIN EYE CONTACT WITH INSTRUCTOR 68

I RESULTS OF CHART TO RECORD STUDENTS WILL MAINTAIN ATTENTION WITHOUT DISTURBING THEMSELVES OR OTHERS 70

J RESULTS OF STUDENT CHART FOR ENTHUSIASM AND MOTIVATION 72

K RESULTS OF STUDENT CHART FOR COMPLETING DIRECTED ACTIVITIES. 74

L RESULTS OF CHART FOR COMPLETING INDEPENDENT ASSIGNMENTS. 76

Abstract

Improving Listening Skills While Attending to Directions to Complete Assignments. Yeckes, Shelley G., 1987: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Special Education/Learning Disabilities/Auditory Deficits/ Listening/Attention/Following Directions/Completing Assignments/Motivation/Attitude/Behavior Modification Research reviewed substantiates the concept that listening is a major tool for learning and cultivates reading.

This practicum was designed to improve listening skills of six auditory deficit second grade students while attending to directions to complete assignments. The primary goal was to provide a learning environment and curriculum that would improve their listening skills and lead to completion of their assignments.

The writer identified six auditory deficit students who were suffering from poor listening skills which inhibited their learning experience. A program was developed which included charts, checklists, and rewards for achieving selected goals and provided meaningful activities which led to successful goals.

The results of this practicum were positive. Analysis of the data revealed that all six auditory deficit students attended to task and completed their assignments. The students all increased their listening capabilities and became motivated individuals who had a desire to achieve their goals.

CHAPTER I

INTRODUCTION

Description of Community

The researcher of this practicum was employed in a school considered highly desirable by many. The school itself was located in a middle to low income area. It was more rural than urban. There were many fields and open space areas surrounding the school. One would almost feel in the country when entering the school's vicinity. The grounds were manicured and flowers bloomed around the school. An environmental area surrounded the school.

The school was constructed in 1970 and was considered a traditional type elementary school. It was comprised of the main building and nine portable buildings. The main building constituted the regular education programs, along with a Speech and Language Class, two Special Education Classes, and Art and Music Classes as well as a central Library. The cafeteria, which was located in this building, was frequently converted into an auditorium for meetings and assemblies.

The portables contained the bilingual programs as well as the Enrichment, Gifted, and Compensatory Classes.

The school's population was a unique situation. From administrative reports at the time of this practicum, the enrollment was 788 students, including the bilingual center. The actual breakdown was as follows: 523 Whites, 182 Blacks, 12 Hispanic, and 71 Asian-Pacific. Approximately 126 students received free lunch and 66 students received reduced lunch. A breakfast program was also available for the students and the numbers are reflected in the same count as the lunch program.

Many of the teachers instructing at the school had a Masters degree or higher. The parents were also well educated. According to the Southern Association of Colleges and Schools, most of the parents had completed high school or beyond.

There was a strong parental involvement in the school. The Parent Teacher Association (PTA) was extremely active and supportive. Fundraising events, classroom assistance, room mothers, and parent-teacher conference were obtained regularly. It was apparent that parental support of the students' growth and development was a crucial issue at this school.

The group involved in this practicum had been

carefully diagnosed, evaluated, and staffed as Learning Disabled. They had all met the county's guidelines and criteria to be eligible for this program. Testing by the school psychologist along with a committee placement had all been done. This practicum involved second grade auditory deficit students attending a resource class. There were a total of six participants, four girls and two boys. They were all Caucasians.

Author's Work Setting and Role

The researcher of this practicum instructed a Specific Learning Disabilities Class, grades 1 - 4. The author had twelve years teaching experience in the field of Special Education. The author had also substituted in all areas of Special Education and Elementary Education over this twelve year period.

It was the author's responsibility to develop and enforce an Individual Education Plan (IEP) which reflected the needs of each of the individual students. This IEP included both short and long term objectives as well as an annual goal or goals. It was the author's job to monitor the growth and progress of these students in order to further cultivate and attempt to meet their

needs. By initiating a program in close contact with the school psychologist and classroom teacher this author was able to become effective. To develop a working curriculum that this author was proud of, was a definite goal in the classroom.

The author held certification in the following areas: Mental Retardation 1 - 12, Specific Learning Disabilities 1 - 12, Emotionally Handicapped 1 - 12, Reading 1 - 12, Elementary Education 1 - 6, Early Childhood K - 3. Over the years this author had become familiar with many areas of certification. It was the belief of this author that additional certifications would only enhance teaching capabilities.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Briefly stated, the problem under investigation was that six auditory deficit second grade resource students, as opposed to "normal" students in the mainstream, had poor listening skills that inhibited their attention to direction and completion of assignments in the appropriate fashion.

These students had difficulty attending to task and completing their assignments accurately. Untrained classroom teachers were not equipped to handle the multitude of problems these students possessed, thus causing problems in the mainstream. The students, themselves, frequently hyperactive, created a difficult environment both in the mainstream and in the resource class. The lack of skills, knowledge, and techniques to resolve these problems played an integral role in inhibiting the learning process.

With the proper guidance, techniques, and learning activities these six students were successful. It was

the author's belief that they would eventually learn to facilitate their own channels of learning. By a regular routine, adapting to the learning situation and a qualified person willing to play a dominant role, success was achieved. It was this author's hope, that time, effort, guidance, and knowledge would indeed facilitate a concrete learning experience. The six auditory deficit second grade students did improve their listening skills and completed their assignments appropriately.

Problem Documentation

Through teacher observation (see Appendix A) and staff reports in the mainstream, the author of this practicum had identified these six Learning Disabled students exhibiting difficulty. Test results, such as the Wechsler Intelligence Scale for Children - Revised (WISC-R), report card grades, minimum basic skills performance, and interim reports also reflected similar findings. The writer also noted that the students, themselves, reported difficulty and frustration in many areas. The school pscyhologist reported that the intelligence tests reflected auditory deficit problems for all six of the students involved in this practicum. The resource S. L. D. teacher also concurred that

auditory memory problems were apparent learning modality problems in the resource class. Other students reported that these six students rarely completed an assignment and were frequently caught not paying attention to the teacher.

According to the classroom teacher's observation these students were not following instructions. Assignments were rarely finished and the students were frequently daydreaming. The teacher further stated that the lack of motivation and enthusiasm on these students' behalf detered learning. The students rarely particpated in class discussions. When called upon they were not "with it", and they seldom offered an opinion or suggestion.

Their psychological folders indicated that these six children all had been retained or had attended Pre-first. Therefore, they had an additional year to catch up to their peers. However, even with this they were still functioning below the level of their grade instruction. The instructional reading and language levels ranged from K9 to 1.4 as recorded on their Iowa Test of Basic Skills (ITBS) scores. Instruction in both reading and language was below their grade level and was indicated on their report cards and parent-teacher

conference forms. In comparison to their peers a developmental lag existed in their educational achievement.

The author stated evidence of auditory problems in the regular class as well as the resource room. It was apparent, through observations and teaching, that these children were exhibiting difficulty in focusing to oral direction and following instructions properly. Any assignment given without teacher assistance and prodding resulted in difficulty, frustration, and conflict. Furthermore, more than one direction given at once without repetition or visual reinforcement caused additional problems. The resource and regular classroom teachers agreed with these findings.

Causative Analysis

The probable causes of the problem under investigation included a multitude of theories this author chose to delineate. It was obvious to the author that one can not isolate any one reason for these six S. L. D. children to exhibit these difficulties. However, after examining the difficulties, the causes can be clearly defined, elaborated, and substantiated.

To begin with since it had been identified by the

licensed school psychologist and placement committee that these six S. L. D. children suffered from auditory deficit problems, the author described exactly what this entails.

The Auditory Channel is an important area of learning. The child suffering from a deficit in this channel has difficulty learning when the material is presented auditorily. These children need instruction through another channel of learning. Frequently, these children do not follow instructions or remember ideas and thoughts told to them. They are forgetful and have a poor recall when spoken to. They need instruction and concepts reinforced continually. Having things written down for them, so they can see it as well as hear it, will aid and teach them accordingly. In the area of Auditory Attention, it is important to know if the child can attend to relevant auditory stimuli. Does the child respond, maintain attention, and answer questions following a tape, listening activity, or after an oral selection? Can the child discriminate likenesses and differences in sounds? This is called Auditory Discrimination. Is the child capable of identifying phonetic elements, locating and identifying beginning, middle, and ending sounds in a group? Can the child

differentiate between familiar sounds? Another area is Auditory Figure-Ground. Can the child block out extraneous noise and focus in on significant tasks? In an open situation, is the child able to attend to the task and block out the extraneous occurances? Auditory Memory and Auditory Sequential Memory are also important areas of learning. These encompass the ability to recall and retain material presented orally and in the correct sequential order. Children with these problems have great difficulty remembering ideas, recalling events, letters, words, personal information, concepts, directions, and activities. These children need additional reinforcement using another modality. The area of Auditory Closure deficit involves the inability of the child to recognize wholes from parts auditorily. Can the child blend phonetic elements or combine parts to whole? The area of Auditory Association depicts whether or not the child can integrate stored information with new information through the auditory channel. After completion of a story auditorily, can the student restate the main idea, draw conclusions, or describe imagery? When given a list of words, the child may have difficulty finding an antonym, synonym, or locating the components of analogy.

To continue, additional causes would be described which are inter-related with the auditory deficit problems they exhibited. These six children lacked good study habits in preparing for an assignment, completing classwork, completeing homework, or coming to school with the proper supplies. Their independent work habits needed improvement. These children lacked concentration and persistance and required teacher prodding and time manangement. They were unorganized, unable to take notes, and had difficulty taking tests. As far as the behavior/social emotional area of these learning disabled children they were easily distracted, often the class clown, had difficulty relating to peers/ teachers, and lacked self-control. They may not have wanted to compete or cooperate with others. They often felt inferior to their classmates. They lacked knowledge and/or understanding of the subject matter involved. It had been previously identified that they were not at the same instructional level as their peers and being behind enhanced this difficulty. The students' poor listening skills and habits inhibited them from learning. Their lack of motivation and enthusiasm caused frustration and failure. They were frequently lethargic individuals, fearful of attempting another feat. They were seldom

recognized or rewarded for a successful endeavor. The lack of teacher routine, acceptance, assistance, and knowledge to help cultivate, motivate, and incorporate the proper learning experiences for these students created an atmosphere non-conducive for learning. Finally, an array of directions and expectations placed upon these students played an integral role in causing difficulties.

The author believed these to be the main causes of the problems these students faced daily. It was hoped that these children would improve their listening skills, attend to direction, and complete their assignments in the appropriate fashion. With proper help these children were encouraged and inspired to learn and succeed. Educators alike must gear their teaching styles to all children concerned. There were indeed different methods of teaching which, in fact, gave these children the opportunity to succeed.

The Related Literature

The literature review reflected similar findings as does the author involved in this practicum.

"The term the 'Learning Disabled Child was coined by Samuel Kirk to describe children who, in spite of normal or near-normal intelligence had a puzzling array

of learning problems" (Hallahan and Kaufman, 1982, p. 128).

This was evident in all of the six Specific Learning Disabled Students involved in the practicum. These students all possessed a multitude of problems which inhibited their learning styles.

Hallahan and Kaufman further describe a Learning Disabled Child as "a passive individual lacking in strategies for attacking academic problems" (Hallahan and Kaufman, 1982, p. 128).

These children were often frustrated due to the fact they were lacking the proper skills to attack their academic subjects.

Gardner (1982) described a Learning Disabled Child as one whose "disabilities are simply attributable to a developmental lag, which exists when children of elementary school age have not developed certain skills that are typical for that age" (Fischer and Lazerson, 1984, p. 470).

The writer had previously stated that these children had a developmental lag. Even though they have been retained or attended prefirst, a developmental lag existed.

Other theorists believe that the lack of effective teaching plays an integral role in the Learning Disabled Child. Bruner (1971), and Cohen (1971), propose the

idea of environmental factors in Learning Disabilities is poor teaching.

Unfortunately, the fact is that teachers were not educated in handling these special children. Thus, frustration on both the teachers' and students' behalf occurred.

"Proponents of this point of view believe that if teachers were better prepared to handle the special learning problems of children in the early school years many learning disabilities could be avoided" (Hallahan and Kaufman, 1982, p. 98).

Ryor (1978) states that many teachers have not had the proper training and assistance in dealing with children with exceptional needs. This caused problems in the implementation of mainstreaming. The classroom teacher reported the inability to develop the proper theory of instruction for these students to succeed.

Zigmond and Miller (1986) suggest that we develop inservice and preservice curricula that provide teachers with the skills to carry out assignments and give them a strong committment to the assessment process. (Zigmond, 1986, p. 507).

Seligman (1975) states that he/she learns to expect failure no matter how hard he/she tries; therefore,

he/she tends to give up or lose motivation.

Both lack of enthusiasm and lack of motivation were important issues this author chose to address. These students' fear of failure has caused them to lose momentum and they lacked the motivation necessary to achieve success.

Hallahan and Kaufman (1982) state that the L. D. child views himself or herself as helpless in the academic situation. They conclude that no amount of effort on the individual's part will help him/her to achieve. "This expectancy of failure, or learned helplessness, may cause the child to give up in the face of a task that is not easily solvable" (Hallahan and Kaufman, 1982). According to Hallahan and Kaufman (1982), hyperactivity, distractibility, lack of concentration, lack of enthusiasm, impulsivity, and poor self-concepts are additional characteristics of the Learning Disabled individual.

Hyperactivity, distractibility, and lack of enthusiasm had all been reported by the classroom teacher. Evidence of these problems had been further substantiated by the school psychologist and the learning disabilities teacher.

The fact that these children can not sit still

without wiggling in their seats, answer questions without calling out or humming, or talking to one another, indicated that they were showing signs of hyperactivity. Their inability to focus attention reflected their increased distractibility.

Studies by Bryan (1974), Bryan and Weller (1972) found that L. D. Children are more inattentive in the classroom than other children (Hallahan and Kaufman, 1982, p. 107). Therefore, what the classroom teacher is doing may, in fact, be successful for the "normal" child, but ineffective for the child suffering with an auditory deficit.

Zeno, the Greek philosopher, said, "We have two ears and one mouth that we may listen the more and talk the less" (Berger, 1978). The importance of listening and developing strong listening skills is an important issue to be examined fully.

According to Hollingsworth (1974), "Good listening is a process that requires such elements as direct training, patience, practice, and understanding." In essence, he believes that one must be taught listening skills through practice and understanding.

Putnam (1970) states that it has only been recently that the teaching profession has begun to realize the

importance of listening skills. She further believes that of the four areas of language arts, listening is the primary skill. Phonics and listening are indeed related. A significant relationship exists between letter sounds and a child's ability to listen. Putnam continued to say that listening skills must be improved if a teacher plans to increase vocabulary, attention span, and the ability to read.

According to Taylor (1964) the role of listening plays an integral part in a child's learning experience. He believes that gearing a practical teaching program to enhance listening skills through development of specific skills as paying attention, following directions, and listening to language skills will promote improvement in other communication skills. Listening is the most important and useful tool of all the communication skills. In a study conducted by Rankin (1926), his findings conclude that seventy percent of all time spent was devoted to verbal communication. Forty-two percent of that time was devoted to listening, thirty-two percent to speaking, fifteen percent to reading, and eleven percent to writing. Rankin believes that listening is the ability to understand spoken language (Scheideman, 1931). This helps substantiate that listening is both an important

and old tool for learning.

It was the researcher's belief that developing skills to enhance listening, per se, was in fact an integral part of the practicum. In order to teach a lesson, a student must be first taught how to listen and for what purpose the student is going to listen. The student must be given instruction in the listening area.

Florida Learning Resource Systems in Jacksonville, Florida (1975), developed an inservice training packet emphasizing the importance of developing listening skills and auditory discrimination. They reported that it was essential to develop good listening skills for all children. They further stated that there was a need to develop a program to institute into the schools various listening activities to strengthen this area. These activities, such as games, written and oral activities, and tapes should be incorporated into the curriculum and emphasized in the primary grades.

The author of this practicum would like to see such a program instituted and emphasized in all schools. The need is apparent, but unfortunately neglected. It would be beneficial to both the students and the classroom teachers if an inservice program could be required by all counties.

It was the author's belief that part of the solution strategy would be to have the students repeat all directions and instructions given to them. This has been previously accomplished in a study done by Schunk and Rice (1983). A total of 42 language deficient 2nd - 4th grade students participating in an experiment investigating the effects on children's skills and self efficacy of strategy self-verbalization during listening comprehension instruction. "Results showed that strategy self-verbalization led to a higher level of self-efficacy across grades. One further suggestion is that self-verbalization may be most beneficial for children who typically perform in a deficit manner" (p. 10).

Schunk and Rice further state that Schunk (1982) obtained evidence with low arithmetic achievers that self-constructed overt verbalization during problem solving enhanced performance more than non-verbalizing.

Frequently, these students were given instruction in depth and were not asked to repeat the instruction. Poor memories accompanied with inattentiveness caused the children to become forgetful. Schunk and Rice believed that overt self-verbalization was expected to facilitate children's skills more than non-verbalizing strategies.

Gaining and keeping the students attention was another problem area. Part of the learning problem stemmed from the fact that the child's attention was never gotten to begin with. Frank (1984) stated that to obtain students individual attention one should use a sound carrier, e. g., "listen" or lightly touch the shoulder when teaching new concepts or giving instruction. He further suggested the need to use instructional transitions. This is moving into instructional topics gradually. A teacher should briefly review past material before introducing new information. This new information should be separated into small, well-defined segments, avoiding multiple commands or directions and detailed instructions.

Far too often, teachers gave a multitude of directions, too difficult for these students to grasp. The children were not asked to repeat or rephrase the directions and forgot what was expected of them. Frustrated, they did not suceed. Giving visual clues and watching the speaker's lips, according to Frank, would enhance both academic development and listening skills of these children.

According to Teach (1979), techniques in increasing a child's ability to listen and adequately comprehend

are lacking from the curriculum of the Learning Disabled Child and yet have proven to be an area needing remediation and improvement.

Since it has been stated that listening was an integral part of a child's learning development, the author believed that developing a program based on this concept would be beneficial. It was this author's intention to develop and institute a curriculum to meet the needs of these six second grade auditory deficit students. By incorporating the ideas and studies mentioned above, along with additional creative ideas, the author would encourage, develop, and facilitate a learning process. It was hoped that these children would participate in a successful learning situation which would prove to enhance their listening skills and completion of assignments.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

It was the author's philosophy that the auditory deficit second grade students involved in this practicum would, in fact, learn to compensate and adjust to their deficits. These students, after being motivated and placed in the appropriate learning atmosphere, would improve their listening skills and completion of their assignments appropriately. Thus, these students would become enthusiastic individuals, eager to succeed. Furthermore, it was this author's hope that these six children would become motivated individuals, eager to attack various endeavors that they are faced with daily.

Behavioral Expectations

The following specific objectives were projected for this practicum:

1. The students would increase their attention to directions by looking at the instructor,

directly in the eye for 5 seconds each time they are given the instructions for an assignment. The results would be charted during the two weekly sessions, consisting of 15 minutes each.

2. The students would improve their listening skills by sitting still, without wiggling in their seats, with their hands directly in front of them, without humming and talking to one another or themselves during the two sessions that take place weekly.
3. The students would exhibit increased motivation by responding to questions when asked by the teacher, raising his/her hand to respond, and by supporting peers by reinforcing concepts discussed during the two sessions that take place weekly.
4. The students would complete directed assignments with 80% accuracy, 80% of the time during the sessions that take place weekly.
5. The students would complete independent follow-up assignments with 80% accuracy, 80% of the time. The results would be charted during the two weekly sessions, consisting of

15 minutes each.

Evaluation Instruments

The author intended to measure and evaluate the five objectives stated previously by incorporating several meaningful devices. The use of a checklist, sticker chart, charts, and good work awards would be indicators to measure the objectives.

To measure Objective #1: The students would increase their attention to directions, by looking directly in the eye of the instructor for 5 seconds. The author marked a checklist every time the student maintained eye contact when the teacher spoke to the student (see appendix B). These results were charted during the two, 15 minute, weekly sessions in which the author gave instructions in identifying sounds.

To measure Objective #2: The students would sit still, without moving about. The author had a sticker chart displayed in the room (see Appendix C). This chart indicated positive listening behaviors the student exhibited during the 15 minute bi-weekly sessions held. The student received a happy face each time he/she displayed appropriate behavior as defined in Objective #2.

This was measured through teacher observation of the students during the oral Caldecott readings and discussion period that followed.

In order to measure Objective #3, motivation and enthusiasm, the author instituted a reward system. Each time the student actively participated in a discussion, supported a peer orally, or exhibited enthusiasm towards an endeavor, he or she received a good work award. These awards specifically indicated the positive reaction that child initiated during a series of story/tape lessons (see Appendices D and E). This was measured through teacher observation during the story/tape series and discussion that followed.

Objective #4, which included completing directed assignments, was measured by having an assignment checklist. The checklist indicated the student, assignment number, and the percentage of mastery achieved for that particular activity (see Appendix F). These activity worksheets were derived from the Caldecott story readings discussed in Objective #2. They were related and coincided with the oral discussions following the story. The students were expected to complete the activity sheets.

To measure Objective #5, completing independent

follow-up assignments, a chart was used indicating the assignment number and measured the amount of work completed as well as the accuracy for the activity of each student (see Appendix G). This was achieved through the independent activities assigned in conjunction with the story/tape series discussed in Objective #3.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The solution strategy used in this practicum included a multitude of vital points which other writers have addressed. It was the author's belief that incorporating other solution strategies, along with new ideas of this researcher, that a successful practicum would be accomplished.

"The words of Neil Diamond's 'Broken Roads' depict the frustrations often experienced by the learning-disabled child" (Hallahan and Kaufman, 1982, p. 90).

> And report cards I was
> Always afraid to show
> Mama'd come to school
> And I'd sit there softly cryin'
> Teacher'd say he's just not tryin'
> Got a good head if he'd apply it
> But you know yourself
> It's always somewhere else.

The author believed that the first major steps would include encouraging and motivating these six auditory deficit children. Accepting failure was not an easy task, yet when one can understand and relate, then one can begin to accept. This was indeed part of everyone's daily life and an ongoing part of this practicum. "For the child who has faced years of this kind of failure, expectancy of failure chain, it is likely that, as Pearl, et al (1980) state, it will be necessary to teach coping strategies for dealing with failure" (Hallahan and Kaufman, p. 115).

Also included at this point would be to teach the students how to listen and listening habits for a specific purpose. Activities related to the listening area were instituted into the practicum. The students were expected to listen for a specific purpose.

Next, the author had the children repeat all directions in 1-step, 2-step, and then 3-step form, individually, rather than simply ask, "Do you understand?" and get a response. It was the author's belief that repetition and rephrasing of instructions and directions would begin to mold a method of learning.

According to Denny (1975), Asarnow, and Merchenbaum (1979), findings conclude that overt self-rehearsal of

information to be remembered has been found to facilitate subsequent performance.

The author had the students participate in an array of listening drills and activities. The Florida Learning Resource Systems (1975) from Jacksonville, Florida, published an inservice training packet listing many activities to strengthen oral listening skills in the primary grades. By incorporating games, written activities, tapes, and physical activities, it was intended to provide a meaningful motivational experience for these youngsters.

By encouraging completion of assignments, through behavior modification techniques, good work awards, charts, and certificates of recognition, it was hoped that these students would in fact become stimulated individuals. Peer recognition of success, coupled with teacher encouragement and praise fostered enthusiasm and motivation.

The students were also expected to maintain eye contact with the speaker. By focusing direct attention, it was believed that the attention necessary to succeed would be obtained. Further investigation supports this notion. Grace Frank (1984) reports that having the student "watch the speaker's lips" is a psychological clue which will foster attention. She further stated that having physical contact with the children e.g. lightly touching the

shoulder of a student when introducing new concepts or giving instructions, would reinforce attention on the student's behalf.

Daily activities were given that involved listening to peers, class discussions, working independently, group assignments, and following 1, 2, and 3-step directions. It was this author's belief that giving the students immediate feedback to their assignments and tasks would enhance attention and completion of assignments. Frank (1984) supports this idea. "This feedback will ensure that the child is listening to the speech message." The teacher may ask short, simple questions and have the students repeat the question as part of the answer.

The author proposed a strong, secure, routine, structured environment where each child would develop to the maximum. Daily oral reports with the mainstream were instituted to aid in further developing these youngsters. Both teachers, classroom and resource, worked together to improve and repair the areas creating difficulty. A close parent-teacher communication system was instituted into the daily routine. Positive notes indicating growth, development, and success were sent home to encourage and support these students.

The curriculum incorporated all three modalities; Visual, Auditory, and Kinesthetic. In this way, the writer believed that the auditory deficit learner would be supported with the visual and kinesthetic channels. It was the author's strategy to teach through the strengths and in turn remediate the weaknesses.

A healthy environment existed when youngsters were motivated to learn and were given the necessary support in all their endeavors. These youngsters did meet with success. The challenge was great, but these youngsters' success was even greater.

Description of Selected Solutions

Based upon the review of the literature and the author's findings, this author has developed the solution strategy mentioned above. It was the author's belief that by reviewing the literature and incorporating other creative ideas, a new, successful solution was established. The author used this idea as a basis for the solution selected.

Report of Action Taken

This practicum was implemented for twelve consecutive weeks, beginning on Monday, February 9, through Friday, May 8, 1987. It involved six second grade auditory deficit students attending a resource Specific Learning Disabilities class daily. The practicum related activities occured in the resource room for 15 minutes each day. There were five activities related to the five objectives which involved these students Monday through Friday. The evaluation process was an ongoing situation throughout the twelve week period. At the conclusion a total battery of analysis along with each student's individual growth and development was recognized.

Since these six children had been tested and evaluated and met county and state guidelines in the Specific Learning Disabilities area, there was no further need to obtain additional permission at this time. All activities involved in this practicum were related to the deficit areas of these students. Materials, books, necessary equipment, and strategies were supplied by the author of this practicum. These were all obtained from the practicum site, either from the school librarian or by the writer of this practicum.

The purpose and procedures of this practicum were all explained to the participants. Each activity related to the objectives was administered fifteen mminutes daily. The routine remained intack for the entire twelve week period.

The activities related to mastering Objective #1 (see Appendix B) included the students increasing their attention to directions by looking directly at the instructor while focusing attention on direction. This was accomplished by the teacher instructing an assignment which involved identifying long, short, and r-controlled vowel sounds while the student focused directly in the eye of the instructor. A checklist was used to monitor growth in this area (see Appendix B).

The teacher had the six students seated at a long table facing a blackboard. The teacher would instruct and then review vowel sounds at the beginning of each bi-weekly lesson as well as give examples of each word type. The students were then given a list to complete on their own at the conclusion of the review. This activity was given each Monday and Wednesday with an increase in the number of words of each week. At each lesson a new list of words was given to the students.

Week 1: 5 words
Week 2: 7 words
Week 3: 10 words
Week 4: 12 words
Week 5: 14 words
Week 6: 15 words
Week 7: 16 words
Week 8: 18 words
Week 9: 20 words
Week 10: 22 words
Week 11: 25 words
Week 12: 30 words

At week 12 the students had to recite 5 long, 5 short, and 5 r-controlled words of their own. In addition, the students were given a test to identify the sounds of 30 words. This proved to be successful. The students' routine performance of this activity proved to be an asset in this area.

The activites related to Objective #2 (see Appendix C) included the students improving their listening skills by sitting still, without wiggling in their seats, with their hands directly in front of themselves, while paying attention to the lesson. This was achieved through oral reading activities; by reading short stories aloud and answering questions orally for a period of 15 minutes.

The instructor had the students seated around a

circular table. The instructor was able to observe all movements the students exhibted as mentioned in Objective #2.

In each session the instructor would read orally a Caldecott story which the students enjoyed. The Caldecotts proved to be an excellent choice, since they were both interesting and picturesque.

The students listened to the teacher read aloud and then involved themselves in the oral discussion recalling the events of the story. This same activity was carried out through the twelve consecutive week period.

The results of Objective #2 (see Appendix C) were charted weekly, during the two sessions held on Tuesday and Thursday. At each session the teacher would go over each story in depth.

The list of Caldecott choices were as follows:

Week 1: Madeline and the Gypsies by Ludwig Bedelman
Noah's Ark by Peter Spier

Week 2: Make Way for Ducklings by Peter McCloskey
Ashani to Zulu by Margaret Musgrove

Week 3: Brementown Musicians by Ruth BelorGross
One Fine Day by Nanny Hogrogian

Week 4: Sam Bang and Moonshine by Evaline Ness
Ox-Cart Man by Donald Hall

Week 5: Mei Li by Handforth
Shadow by Blaise Cendrars

Week 6: Many Moons by Thurbeth Slobodkin
A Tree is Nice by Janice Udry

Week 7: Bigget Bear by Ward
Why Mosquitoes Buzz in People's Ears by Verna Aardema

Week 8: Where the Wild Things Are by Maurice Sendak
The Snowy Day by Ezra Jack Keats

Week 9: The Egg Tree by katherine Milhouse
Madeline's Rescue by Ludwig Bedelman

Week 10: Frog Went A-Courtin' by Langstoff & Rojankovsky
Saint George and The Dragon by Margaret Hodges

Week 11: King Bidgood's in the Bathtub by Audrey Wood
The Relatives Came by Cynthia Rylant

Week 12: The Polar Express by Chris Van Allsbury
Jumangi by Chris Van Allsbury

The activites related to Objective #3 (see Appendix D and E) included increasing motivation, participation, and enthusiasm through student involvement in a story/tape series. These activities occurred on Wednesday and Friday of each week for 15 minutes.

The students listened to the tape and followed along with a storybook. The instructor had the students seated together at a round table. The round table enhanced friendliness and ease for this activity.

the instructor believed that an informal atmosphere would foster enthusiasm and motivation.

At the conclusion of the tape, the teacher discussed the story in depth" events, sequence, and happenings. The children were expected to participate in the discussion period that followed.

The above activity continued each week and in fact, increased the students' classroom participation. Enthusiasm and peer related support was encouraged. The students were expected to participate by raising their hand in response to teacher questions. At the conlusion of the bi-weekly sessions each student who had demonstrated participation was given an award. These awards were displayed in the classroom. The actual growth as related to enthusiasm and motivation was indicated on the checklist (see Appendix D).

The list of story/tape series included the following:

Week 1: Bambi - published by Walt Disney Productions
Peter and The Wolf - published by Walt Disney Productions

Week 2: Lambert, the Sheepish Lion - published by Walt Disney Productions
The Aristocats - published by Walt Disney Productions

Week 3: Bedknobs and Broomsticks - published by Walt

Disney Productions
Peter Pan - published by Walt Disney Productions

Week 4: Thumper's Race - published by Walt Disney Productions
Story of Winnie the Pooh - published by Walt Disney Productions

Week 5: Winne the Pooh and the Honey Tree - published by Walt Disney Productions
The Story of Black Beauty - published by Walt Disney Productions

Week 6: Alice in Wonderland - published by Walt Disney Productions
Cinderella - published by Walt Disney Productions

Week 7: Rapunzel - published by Walt Disney Productions
The Grasshopper and the Ants - published by Walt Disney Productions

Week 8: Winnie the Pooh and Tigger Too - published by Walt Disney Productions
The Swiss Family Robinson - published by Walt Disney Productions

Week 9: Brer Rabbit and the Tar Baby - published by Walt Disney Productions
The Haunted Mansion - published by Walt Disney Productions

Week 10: Hansel and Gretel - published by Walt Disney Productions
Duffy and the Devil - published by Walt Disney Productions

Week 11: The Little House - published by Walt Disney Productions
The Whale Who Wanted to Sing at the Met - published by Walt Disney Productions

Week 12: Mickey Mouse, Brave Little Tailor - published by Walt Disney Productions
Robin Hood - published by Walt Disney Productions

The activities related to Objective #4 (see Appendix F) occurred 15 minutes on Tuesdays and Thursdays. In order to master Objective #4, completing directed assignments, the author planned to initiate activities which would foster success. It was believed that this in turn would help the students' attitude towards completion of their assignments.

After reading Caldecott Award winning stories aloud (Objective #2) and discussing the story as a group, the author gave the students related worksheets to be completed following the discussion period. The researcher would read each worksheet orally and have the students circle the correct answer to the question. The answers were gone over at the conclusion of the lesson. This would enable the students to identify their mistakes and review the story once again. In this manner the students were able to follow along and complete the assignment. It was intended to foster 80%

accuracy 80% of the time.

These worksheets all coincided with Objective #2's oral readings of the Caldecott Books. The activities occurred beginning Week 1 and concluding Week 12. The results of these worksheets were charted (see Appendix F) weekly.

The activities related to Objective #5 (see Appendix G), completing independent follow-up activities, the author gave follow-up activities related to the story/tape series (Obejctive #3). A discussion period followed the series and the independent activities were used in conjunction with the story read. The students were expected to complete each follow-up, by himself/herself during the 15 minute bi-weekly session in hopes of mastering 80% accuracy 80% of the time. This activity was directly correlated with the listening activity.

CHAPTER V

Results

The summary of findings indicated a positive response by the students towards the objectives. The students were eager to cooperate, participate, and master the goals determined by the objectives. The author found this to be an enlightening and interesting experience. This practicum proved to be an extremely worthwhile endeavor.

Objective one was stated as: The students would increase their attention to directions by looking at the instructor, directly in the eye for 5 seconds, each time they were given the instructions for an assignment. This was accomplished by the teacher instructing an assignment involving identifying long, short, and r-controlled vowels.

The form of measurement used to measure this objective was a chart (see Appendix H) denoting eye contact. Each time the student exhibited eye contact with the instructor during the two weekly sessions of 15 minutes each, a check was given.

As can be noted from Appendix H, the students began slowly, however, by the sixth week all participants

had achieved success. By the ninth week, the success rate was maintained by all participants until the conclusion at the twelve week period. All six participants were able to maintain eye contact during the instructional period, and consistantly so after the ninth week.

Objective two was stated as: The students would improve their listening skills by sitting still, without wiggling in their seats, with their hands directly in front of them, without humming and talking to one another. This was accomplished through oral readings of the Caldecott Reading Books.

The form of measurement used to determine the success of this objective was a chart (see Appendix I). Each time a student reached success a check was indicated.

These results can be noted from Appendix I. The students found this objective to be difficult because it included a great deal of will power on their part. However, by week five everyone has mastered this objective at least once and by week seven the consistant rate of success began to be established.

Objective three was stated as: The student would exhibit increased motivation by responding to questions when asked by the teacher, raising his/her hand to respond and by supporting peers by reinforcing concepts

discussed. This was accomplished through a series of story/tape lessons.

The form of measurement utilized in order to measure this objective was a combination of a good work award and chart (see Appendices D & J).

It can be noted from Appendix J that the students illicited a strong positive response towards this objective. The students were eager to obtain the award and by the second week everyone had received one. By week six the participants began to achieve success frequently and by the eighth week success was almost unanimously consistant until the twelfth week.

Objective four was stated as: The students would complete directed assignments with 80% accuracy, 80% of the time. This objective was mastered through worksheets coordinated with the Caldecotts read.

The form of measurement used to determine success was a checklist including the assignment number and mastery achieved for a particular activity (see Appendix K).

It can be noted from appendix K that the students all completed their assignments in the early stages of the practicum. However, the 80% mastery was not reached by all six participants until the second session of the second week of implementation. Furthermore, the

consistancy rate per child developed at this time and continued through until the twelfth week.

Objective five was stated as: The students would complete independent follow-up assignments with 80% accuracy, 80% of the time. This objective was achieved through the independent activities assigned in conjunction with the story/tape series discussed in obejctive three.

The form of measurement to determine mastery of this objective was a chart indicating the assignment number and the mastery level of the assignment.

It can be noted (see Appendix L) that 80% accuracy, 80% of the time was obtained almost immediately by all the students. The students were able to secure success at the 80% level as well as maintain it throughout the twelve week period.

It was the author's intention, not merely to foster success, but to maintain a consistancy with this success. In all the objectives, success was achieved and maintained by all six participants to various degrees.

According to Hallahan and Kaufman (1982) lack of concentration, lack of enthusiasm, and poor self-concepts are characteristics of the Learning Disabled individual. It was the author's intention to have these students

participate in a rewarding experience where success would be obtainable and thereby modifying these difficulties and providing a motivational force for further experiences.

There has been evidence to support the fact that these students were hyperactive and had difficulty sitting still, however, with the use of the proper resources, materials, and strategies the author was able to foster compensation for their difficulties. They began to settle down and have a positive attitude towards all their assignments.

Berger (1978) stated the importance of listening and establishing strong listening skills. The author agrees with Berger and further states that when listening occurs, so can learning. This was seen in all of the objectives and correlated activities.

Hollingsworth (1974) believed that elements such as patience, practice, training, and understanding were related to the listening process. The author believes that when patience, practice, training, and understanding are incorporated into the curriculum it will foster a positive response. This was seen in the results of this practicum.

The ideas brought forth by Schunk and Rice (1983)

concerning repetition of directions and activities proved to be an asset. The author secured a consistant rate of success because of the consistant repetition that occurred. The idea of repeating directions enhanced the listening channel.

The need for developing and cultivating listening had been noted by many educators. Listening was an integral part of this practicum. With careful consideration and planning, listening was incorporated into all areas, objectives, and activities. Listening became an effective tool for learning. These youngsters learned how to use this tool.

Discussion and Conclusions

From the results, it is evident that all six participants achieved success in mastering all five objectives. The students were enthusiastic and exemplified an initiative to participate in all the activities. Their zealous attitudes were reflected in the author's results.

In regards to mastering objective one, the author had to alter the activities as previously stated in the original proposal. It was the author's intention to administer word lists to the students in order for them

to recognize long, short, and r-controlled vowel sounds. Originally the author projected 17 words at week eight, culminating with 20 words at week twelve. However, due to the fervor and positive responses of all six participants these goals were estimated too low. So the author amended this criteria. At week eight 18 words were given, at week nine 20 words were given, at week ten 22 words, at week eleven 25 words, and finally at week twelve another change took place. Originally, the students were expected to write their own long, short, and r-controlled word. However, due to the students' obvious success the author created a challenge for these youngsters. The students were asked to write five words in each category. In addition, the students were given a test which included identifying the sounds of thirty words. The students' routine performance of this activity proved to be a total asset in this area.

In order to master objective two, to the fullest extent, the author had to modify the originally projected activities. In the beginning the author had planned to read one Caldecott story per week. At the first session, the author noted enthusiasm and interest as well as a prompt response towards the selection. The author realized that it would be feasible to complete

an entire selection at each session and still maintain the majority of the students' attention. Thus, the students mastered their objectives and enhanced their listening experience. Furthermore, they were able to familiarize themselves with twenty-four Caldecott Books rather than twelve as originally projected. These books were an excellent choice for stimulation and interest.

Objective three's activities needed clarification as well. At the creation of this practium the author deemed it necessary to divide the story/tape series into two segments. Originally, it was difficult to estimate the attention span and time element involved. However, when the participants began this endeavor their unique cooperation and high interest level allowed completion of the entire story/tape at each session. Thus the author was able to complete twenty-four story/tapes rather than twelve as originally planned. The students truly enjoyed these tapes and this proved to be an asset in achieving this objective.

Objectives four and five remained concurrent as originally projected. However, the activities reflected similar changes. The activities coincided with the Caldecott and story/tape series. Therefore, each Caldecott and story/tape had follow-up activities of

their own. Thus, changing from twelve activities to twenty-four activities.

All charts, checklist, and work awards were displayed in the resource room (see Appendices B, C, D, E, F, and G). The author worked directly with the students in tallying daily results. This display encouraged the students' success. It served as a constant source of inspiration. The students appeared to be enthusiastic and interested in all the activities. The high interest was believed to stem from appropriate materials selected for the activities. The goals were realistic and attainable by all of the six participants. The objectives themselves were realistic and forthcoming. The author was able to secure the attention, discipline, and cooperation of all participants. With a strong emphasis placed upon the listening aspect, the author was able to secure the objectives. A significant relationship existed between listening and success. The students felt a strong sense of achievement and pride when they mastered the activities and ultimately the objectives. Both the students and the author maintained a strong, secure, enthusiastic routine throughout this practicum endeavor. This practicum served to provide a positive learning experience. It not only motivated the

students to perform for these activities and objectives, but it carried through to other areas. It was apparent from the participation and results that this practicum proved to be a meaningful experience.

Recommendations

In order for this practicum to be of benefit, the writer recommends the following suggestions:

1. Have students volunteer to participate and have small groups for instruction whenever possible.
2. Be sure to inform the students of the objectives and goals expected.
3. Set the objectives realistically and have activities at the appropriate level.
4. Be sure to inform both mainstream teachers and parents of this endeavor.
5. Create and provide interesting and exciting experiences for these youngsters.
6. Set aside a special time during the day to participate in these activities, as well as a special area to display results.

Dissemination

The author plans to disseminate the results of this practicum to other professional colleagues. The author plans to distribute a brief outline of this practicum's objectives, activities, and goals at a faculty meeting at

the school where this practicum took place. At a special session, the author plans to meet with the other special education teachers in the school and reiterate the practicum with them. The author feels that these educators would truly benefit from this experience as well as share similar concerns. Furthermore, the author plans to meet with the regular classroom teacher of these students to further share the findings and results together. In addition, the abstract of this practicum will be handed out to all members of Cluster XXII.

References

Berger, N. (1978). Why can't John read? Perhaps he's not a good listener: Journal of Learning Disabilities, 7, 633-638.

Fischer, K., and Lazerson, A. (1984). Human development. New York: W. H. Freeman and Company.

Florida Learning Resources System. (1975). Inservice training packet: auditory discrimination listening skills. Jacksonville, Fla. Florida Learning Resource System.

Frank, Grace (1984). Alleviating auditory figure-ground disability in kindergarten and first-grade children using rehabilitative and nonrehabilitative techniques. Unpublished doctoral dissertation, Nova University, Florida.

Hallahan, D. and Kauffman, J. (1982). Exceptional children introduction to special education. Englewood Cliffs, N. J.: Prentice Hall.

Hollingworth, Paul M. (1974). Let's improve listening skills. Elementary english, 51 (8), 1156-57.

Kirk, s. (1962). Educating the exceptional child. Boston: Houghton Mifflin.

Putnam, Mary J. (1970). Listening-phonics program for disadvantaged youngsters. Unpublished master's thesis, State University of New York, Geneseo College at Geneseo, Migrant Center, N.Y.

Ryor, J. (1978). The Perspectives of Regular Educators: Learning Disabilities Quarterly, 1, 7-14.

Scheideman, N. (1931). The psychology of exceptional children. Boston: Houghton Mifflin.

Schunk, Dale H.; Rice, Jo Mary (1983, August). Strategy verbalization effects on self-efficacy and listening comprehension. Paper presented at the Annual Meeting of the American Psychological Association, Aneheim, Cal.

Taylor, Standford E. (1964). Listening. What research says to the teacher (Report No. 29). Washington, D. C.: National Education Association

Teach, Joan K. (1979, April). The effects of rate controlled speech on the listening comprehension of learning disabled and normal children. Paper presented at the Annual International Convention, the Council for Exceptional Children, Dallas, Tex.

Zigmond, N., Miller, S., (1986). Assessment for Instructional Planning. Exceptional Children, 52, (6), 501-509.

APPENDIX A

CLASSROOM TEACHER OBSERVATION QUESTIONNAIRE

APPENDIX A

CLASSROOM TEACHER OBSERVATION QUESTIONNAIRE

Directions: Please check the appropriate box for each item below.

	YES	NO
1. Does the student focus attention on the teacher when instructions are being given?		
2. Does the student maintain attention to direction for any length of time?		
3. Does the student sit still during instruction or a lesson?		
4. Does the student move about, wiggle in his/her seat, mumble or talk to another student while a lesson is being taught?		
5. Does the student exhibit frustration?		
6. Does the student participate in oral discussions?		
7. Does the student respond to teacher questions?		
8. Does the student support peer discussion by reinforcing concepts or ideas?		
9. Does the student complete directed assignments?		

Student Name _____ Grade _____

Teacher _____ Date _____

COMMENTS:

_____

_____

_____

APPENDIX B

STUDENTS MAINTAIN EYE CONTACT WITH INSTRUCTOR

(CHECKLIST)

CHECKLIST TO RECORD: (✓ indicates eye contact ; X indicates no eye contact)
STUDENTS MAINTAIN EYE CONTACT WITH INSTRUCTOR

STUDENT NAME	WEEK 1		WEEK 2		WEEK 3		WEEK 4		WEEK 5		WEEK 6		WEEK 7		WEEK 8		WEEK 9		WEEK 10		WEEK 11		WEEK 12	
	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2

APPENDIX C

STUDENTS WILL MAINTAIN ATTENTION

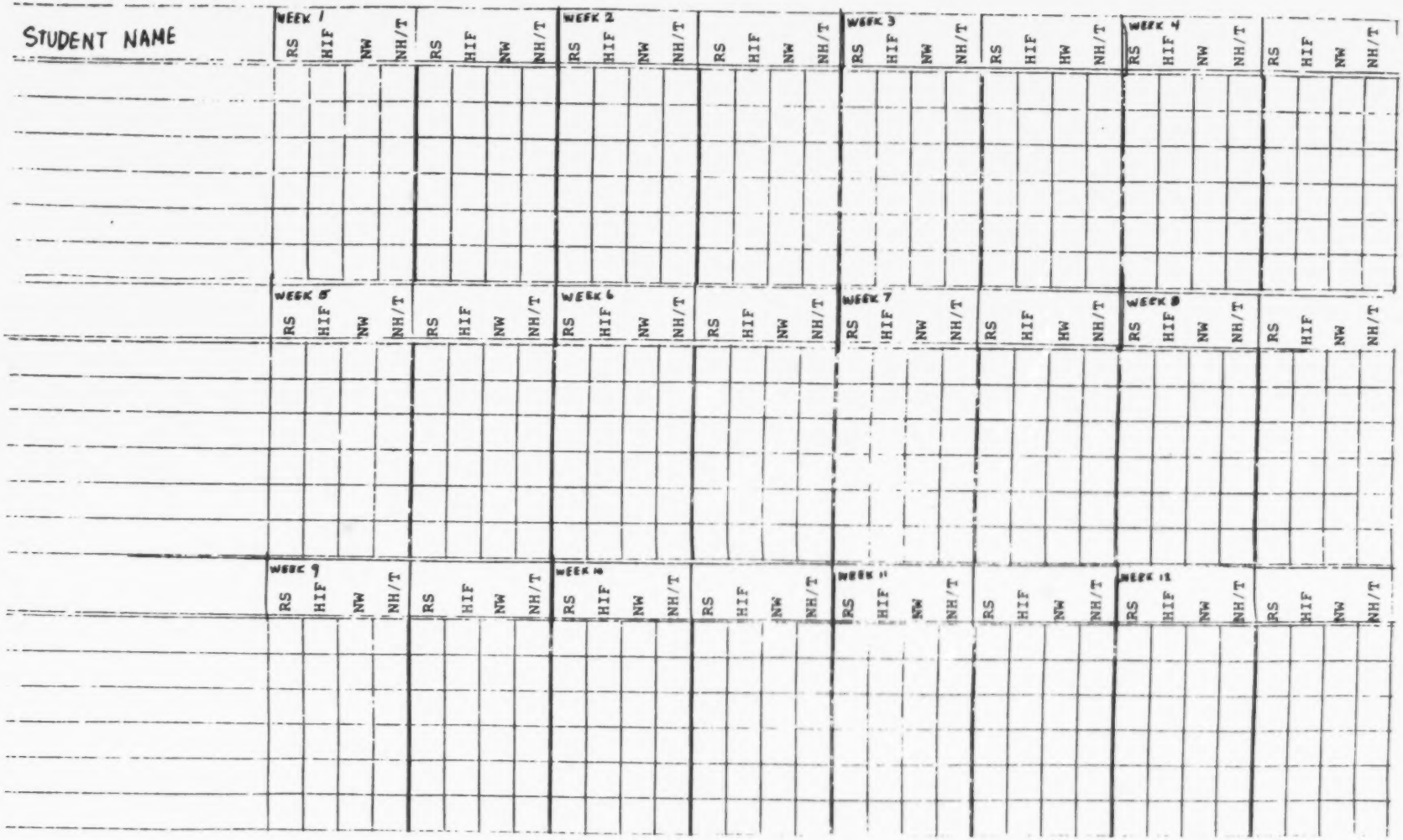
WITHOUT DISTURBING THEMSELVES OR OTHERS

(CHART)

STUDENTS WILL MAINTAIN ATTENTION WITHOUT DISTURBING THEMSELVES/OTHERS

RS: Remains Seated HIF: Hands In Front NW: No Wiggling NH/T: No Humming/Talking

√: indicates eye contact ; X: indicates no eye contact



APPENDIX D

AWARD FOR ENTHUSIASM AND MOTIVATION

is a
GREAT
student!
signed
© Carson-Dellosa Publ. CDN-027

APPENDIX E

STUDENT CHART FOR

ENTHUSIASM AND MOTIVATION

1. Participates in class discussions by raising his/her hand to respond to questions.
2. Supports a peer by interacting in class discussions.
3. Exhibits enthusiasm by becoming involved in class discussion.
4. Participates in class discussions by taking his/her own initiative to offer an opinion or an answer.

STUDENT CHART FOR ENTHUSIASM AND MOTIVATION

✓: Indicates a positive response

X: Indicates no response

WEEK	1		2		3		4		5		6		7		8		9		10		11		12	
SESSION	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1																								
2																								
3																								
4																								

Student Name

1																								
2																								
3																								
4																								

Student Name

1																								
2																								
3																								
4																								

Student Name

1																								
2																								
3																								
4																								

Student Name

1																								
2																								
3																								
4																								

Student Name

1																								
2																								
3																								
4																								

Student Name

APPENDIX F

STUDENT CHART FOR

COMPLETING DIRECTED ACTIVITIES

STUDENT CHART FOR COMPLETING DIRECTED ACTIVITIES

A*: Assignment Number ML: Mastery Level

STUDENT NAME	WEEK:	1	2	3	4	5	6	7	8	9	10	11	12
	A#												
	ML												
	A#												
	ML												
	A#												
	ML												
	A#												
	ML												
	A#												
	ML												
	A#												
	ML												

APPENDIX G

STUDENT CHART FOR

COMPLETING INDEPENDENT ASSIGNMENTS

STUDENT CHART FOR COMPLETING INDEPENDENT ASSIGNMENTS

A#: Assignment Number AC: Assignment Completed ACC: Accuracy

STUDENT NAME	WEEK:	1	2	3	4	5	6	7	8	9	10	11	12
	A#												
	AC												
	ACC												
	A#												
	AC												
	ACC												
	A#												
	AC												
	ACC												
	A#												
	AC												
	ACC												
	A#												
	AC												
	ACC												
	A#												
	AC												
	ACC												

APPENDIX H

RESULTS OF CHECKLIST TO RECORD

STUDENTS MAINTAIN EYE CONTACT WITH INSTRUCTOR

RESULTS OF

CHECKLIST TO RECORD: (✓ indicates eye contact ; X indicates no eye contact)

STUDENTS MAINTAIN EYE CONTACT WITH INSTRUCTOR

STUDENT NAME	WEEK 1		WEEK 2		WEEK 3		WEEK 4		WEEK 5		WEEK 6		WEEK 7		WEEK 8		WEEK 9		WEEK 10		WEEK 11		WEEK 12	
	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2
Student #1								✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
Student #2									✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student #3										✓				✓	✓			✓	✓		✓	✓	✓	✓
Student #4									✓		✓	✓		✓			✓	✓	✓	✓		✓	✓	✓
Student #5											✓		✓	✓				✓	✓	✓	✓	✓	✓	✓
Student #6										✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓

APPENDIX I

RESULTS OF CHART TO RECORD

STUDENTS WILL MAINTAIN ATTENTION

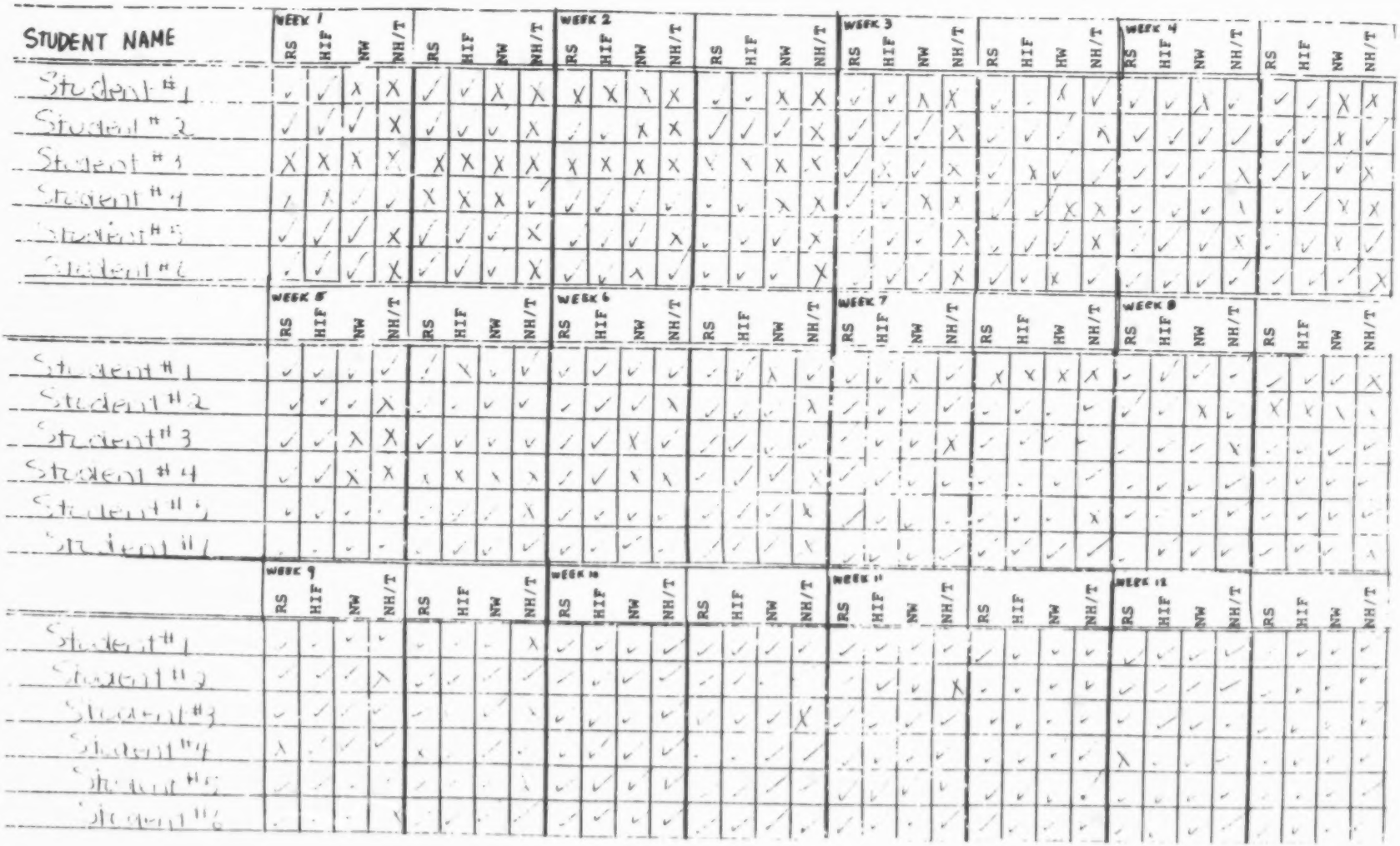
WITHOUT DISTURBING THEMSELVES OR OTHERS

RESULTS OF

STUDENTS WILL MAINTAIN ATTENTION WITHOUT DISTURBING THEMSELVES/OTHERS

RS: Remains Seated HIF: Hands In Front NW: No Wiggling NH/T: No Humming/Talking

√: indicates eye contact ; X: indicates no eye contact



APPENDIX J

RESULTS OF STUDENT CHART

FOR ENTHUSIASM AND MOTIVATION

RESULTS OF STUDENT CHART FOR ENTHUSIASM AND MOTIVATION

1. Participates in class discussions by raising his/her hand to respond to questions.
2. Supports a peer by interacting in class discussions.
3. Exhibits enthusiasm by becoming involved in class discussion.
4. Participates in class discussions by taking his/her own initiative to offer an opinion or an answer.

✓: Indicates a positive response

X: Indicates no response

Student Name	WEEK	1		2		3		4		5		6		7		8		9		10		11		12	
	SESSION	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Student #1	1	X	✓	X	✓	X	✓	✓	X	X	X	✓	✓	✓	X	X	X	X	✓	✓	X	✓	✓	✓	✓
	2	X	X	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3	X	X	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4	X	X	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student #2	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2	X	X	X	X	X	X	X	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3	X	X	X	X	X	X	X	X	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4	X	X	X	X	✓	X	X	X	X	X	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student #3	1	X	X	X	X	X	X	X	X	X	X	X	✓	X	X	X	✓	X	X	✓	✓	✓	X	✓	✓
	2	X	X	X	X	X	✓	✓	X	X	✓	X	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓
	3	X	X	X	X	X	X	X	X	X	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4	X	X	X	✓	✓	✓	✓	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student #4	1	X	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2	X	X	X	X	X	X	X	X	X	X	✓	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
	3	X	X	X	X	X	X	X	X	X	✓	X	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
	4	X	X	X	X	X	X	✓	✓	X	✓	X	✓	X	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓
Student #5	1	X	X	X	X	X	X	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓
	2	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
	3	X	X	X	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
	4	X	X	✓	✓	X	X	X	X	X	X	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
Student #6	1	✓	✓	✓	✓	✓	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2	X	X	X	X	X	X	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3	X	X	X	X	X	X	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4	✓	X	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

RESULTS OF STUDENT CHART FOR COMPLETING DIRECTED ACTIVITIES

A*: Assignment Number ML: Mastery Level

STUDENT NAME	WEEK:	1		2		3		4		5		6		7		8		9		10		11		12	
Student #1	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	ML	70	60	70	80	70	80	90	80	80	90	70	80	80	90	90	80	90	100	100	90	80	90	100	100
Student #2	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	ML	70	10	70	80	70	80	70	90	90	80	90	80	90	90	80	80	100	90	90	80	90	80	80	70
Student #3	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	ML	70	10	70	80	80	80	70	80	80	80	80	90	100	90	90	80	80	80	90	100	90	80	90	90
Student #4	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	ML	60	50	60	80	60	70	80	90	80	80	90	80	80	80	90	80	80	80	90	80	80	80	80	80
Student #5	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	ML	50	50	60	80	70	80	70	80	80	90	80	80	90	100	80	80	80	90	90	80	90	100	80	90
Student #6	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	ML	70	60	70	60	80	90	70	80	90	90	90	80	90	90	90	100	80	90	80	80	90	100	100	90

APPENDIX L

RESULTS OF CHART FOR

COMPLETING INDEPENDENT ASSIGNMENTS

RESULTS OF STUDENT CHART FOR COMPLETING INDEPENDENT ASSIGNMENTS

A#: Assignment Number AC: Assignment Completed ACC: Accuracy

STUDENT NAME	WEEK:	1		2		3		4		5		6		7		8		9		10		11		12	
Student #1	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	AC	-	-	✓	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ACC	70	60	70	60	50	50	90	100	90	50	100	50	50	50	50	50	90	50	90	50	50	50	50	90
Student #2	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	AC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	✓	✓	✓	✓
	ACC	60	70	50	70	50	60	50	50	50	50	50	50	50	50	50	50	50	50	50	50	90	100	90	100
Student #3	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	AC			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ACC	70	70	50	50	50	50	70	50	100	90	50	50	70	50	50	70	50	50	50	100	90	50	50	50
Student #4	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	AC			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ACC	100	100	70	50	50	50	70	70	100	50	70	50	50	50	70	70	50	50	100	50	50	70	50	50
Student #5	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	AC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	-
	ACC	70	70	70	50	70	70	50	50	90	70	50	50	50	70	50	70	50	50	50	50	50	50	50	50
Student #6	A#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	AC	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-
	ACC	70	70	50	70	50	50	50	100	70	90	70	50	50	90	70	50	90	70	50	50	50	90	100	70

"END OF DOCUMENT"